

# *The Six Traits of Writing*

Student Instructional Unit #2



## *Student Objectives*

Students will:

- Write using the elements of the six traits of writing
- Evaluate papers based on the six traits of writing rubric



## *Six Traits of Writing – Writing is like. . .*



Writing is like a guitar. Guitars have six different strings. Each string has a different note or tone to it. Some are high, and some are low. If you were to play a song with one string, the song would be rather dull, boring, and monotonous. However, if the six strings are played together, and they are given an interesting rhythm, the gorgeous melody floats across the room and stirs the soul.

Writing is the same in many ways, There are many different elements, rules, and steps that need to be followed. Without all of the elements, the writing lacks something. With all of the elements, and a little interesting creativity, the writing can stir the soul.



*What you will learn. . .*

Click to learn about each trait

- [Ideas](#)
- [Organization](#)
- [Voice](#)
- [Word Choice](#)
- [Sentence Fluency](#)
- [Conventions](#)
- [Six Traits and The Writing Process - Working together](#)



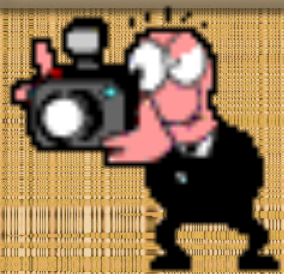
Ideas: The message the writer conveys; what the writer has to say. This should be fresh and original; unique to the writer's personal experience. The content should contain details to support the main message.

Read your scoring rubric for ideas. What do you need to do to get a 6?





## *SHOW –vs. – tell*    *“Show don’t tell.” Henry James*



“We have all heard Fred R. Barnard’s saying, ‘A picture is worth a thousand words.’ The goal then, is to make our writing equal to the thousand words of a picture.”

An example of a “tell” statement is – Martin Luther King Jr. was a great speaker. This example just “tells” the reader that King was a great speaker. To be a “show” statement, the example needs to have details and vivid description that makes the reader feel like he is right there living the experience. Tell statements are not bad, but for every “tell” statement, you should have two or three “show” statements. Continue on to learn how to write a “show” statement, and make your writing come alive.

### Types of Specifics

#### Some Quotes About “Showing”

“Don’t say the old lady screamed – bring her on and let her scream.” Mark Twain

“Don’t tell me the moon is shining; show me the glint of light on broken glass.” Anton Chekhov

“Good writing is supposed to evoke sensation in the reader – not the fact that it is raining, but the feeling of being rained upon.”



## *Examples of Ideas*

1. Read your essay (exchange with someone if you feel comfortable).
2. Use the rubric to score your paper for ideas and content.
3. In your **Six Traits Notes and Assignments Worksheet**, score sample one and two for Ideas (1 - 6) and answer the following questions for each.
  - Describe why you gave it the score you did.
  - Describe what was good and what could be improved for each sample.
  - Describe how each writer did with ideas?
  - Which sample was better writing? What made it better?





Open your saved **Six Traits Notes and Assignments** Worksheet. Then, complete level one through three to practice the trait of ideas. Remember to save your document, when you are done.

## Level 1 -

Write ONE sentence about a memorable historic person, place, or event, using ONE adjective to describe that person, place, or event. (Tell Statement)

An adjective is a word that describes a noun. It answers the questions, which, what kind, and how many.

Example: Martin Luther King Jr. spoke inspiring words. (Tell Statement)



## Level 2 –

Now, write two or three sentences, SHOWING what you said in that one adjective. Drop the adjective.

Example: People stood taller, prouder, feeling the power of King's message. Knowing that the future would be brighter for a people that had seen dark days. There would be one people, all brothers and sisters, together. (More show than tell)



## Level 3 –

And now. . . put yourself mentally at the scene, in the event, with the person. See, hear, feel, taste, smell. BE THERE. Put the reader there, using the most vivid impressions you can call to mind. Let VERBS work for you. (Show Statement)

Example: The crowd surged forward, a heat wave pushing against my mother and me. The sea of people almost threatening to tear me away. People were all around, everywhere. I gripped tighter to her hand, feeling my mother's heartbeat, the excitement building. The voice of the crowd boiled over when I heard the words, "Free at last, free at last, thank God almighty, I am free at last."  
(Show Statement)



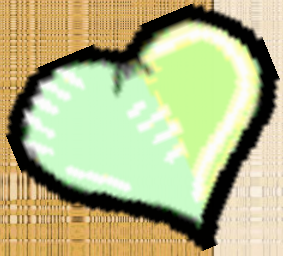
## Student Leveling Examples

Student Paper Examples - Using the leveling technique in the paper. Pay particular attention to the strong verbs.

Tragedy at the Huang He River – 12<sup>th</sup>  
Grade 2006

The Bloody Nights of Emperor Qin – 12<sup>th</sup>  
Grade 2006





Have a heart. Be passionate about your writing.

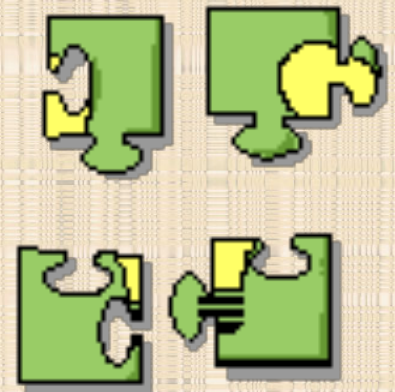
Ideas are the heart of any piece of writing. Ideas are all about information. In a good creative piece, ideas paint pictures in a reader's mind. In an informational piece, strong ideas make hard-to-penetrate text reader friendly. Two things make ideas work well: clarity and details. Good writing always makes sense. And it includes details – not just any old details, mind you, but those beyond-the-obvious bits of information that thoughtful, observant writers notice.

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Organization: Putting things in an order that makes sense. Making the main idea stand out. Using a lead (introduction) and conclusion to guide the reader's thinking.

Read your scoring rubric for organization. What do you need to do to get a 6?





Print the 5 paragraph essay format,  
and use the definitions page to  
identify the parts of an essay.

## The 5 Paragraph Essay



## *Organization – Paragraph Definitions*

- **Paragraph** – A paragraph is made up of a topic sentence, several sentences of details (the paragraph body), and a conclusion or transition statement (used in an essay). All parts of the paragraph need to be aligned with the topic sentence. Everything in the paragraph should be about the one topic of the paragraph. If you start writing about a new topic, that means you need to start a new paragraph.
- **Topic Sentence** – This tells your readers what your paragraph is about. It introduces the topic of your paragraph.
- **Details** – The information readers need to understand the subject. The sentences should contain details that clearly support the topic sentence.
- **Paragraph Conclusion** – A conclusion is a sentence that wraps-up or summarizes the main ideas of your paragraph.
- **Transition Statement** – Used to transition from one paragraph to another in an essay. Like a paragraph conclusion, the transition statement wraps-up or summarizes the paragraph, then gives a hint of what is coming up in the next paragraph. This creates a bridge from one topic to another.



## Organization - Essay Definitions



- **The Hook or Lead** – The hook is just that--a hook. It must "hook" your reader into your writing. This should be something that grabs and holds the reader's attention; it makes them want to read the rest of your paper. If you can't catch the reader in a few words you've lost the reader.  
A hook could be a story, quote, description, rhetorical question, just to name a few
- **Thesis Statement** – Your paper boiled down to one sentence. A sentence, usually in the first paragraph, that encapsulates the topic of the essay.
- **Introduction** – Usually the first paragraph – contains the hook, your thesis statement, and a summary of the main ideas in your paper. This should give them an idea of what your whole paper is about.
- **Body** – The paragraphs that contain the detailed information of your paper. There should be a paragraph for each of your main ideas.
- **Conclusion** – Usually the last paragraph – similar to the introduction, but should not be the same word-for-word. Restate your thesis statement, and summarize the main points again. This is the last thing the reader will read. It should remind them of the main points of your paper.
- **The Zinger** – This is the last statement of the paper. The zinger should really bring your paper into "home-plate". This is a statement that wraps-up your paper, then leaves the reader wanting even more. It leaves the reader pondering your paper.



## More Graphic Organizers

- Inspiration Software – This visual organizing software is available on our school computers, or you can try a free 30-day trial at the following website. <http://www.inspiration.com/>



### [Inspiration Software Helpful Job Aide and Guide](#)

- [Clustering or Web-Diagram](#)
  1. Your paper topic (thesis statement) goes in the middle circle.
  2. Then, branch out to your three or four main points.
  3. Finally, add your details.
- [Line Diagram or Branching](#)
  1. Your paper topic (thesis statement) goes in the top circle.
  2. Then, branch out to your three or four main points.
  3. Finally, add your details.
- See page 48-49 in Writers INC for more Graphic Organizer ideas.



## Organization-Practice Vision Essay

1. Click and read one of the speeches.

2. Print the speech you read.

3. If none of these thrill you - [More Speeches.](#)

[Next Page](#)

[Dr. Martin Luther King Jr.](#)

“I have a dream . . .”

[Sir Winston Churchill](#)

“Never give in, never, never. . .”

[Dr. Martin Luther King Jr.](#)

“I’ve been to the mountaintop. . .”

[Franklin Delano Roosevelt](#)

“December 7, 1941 . . .”

[Abraham Lincoln](#)

Gettysburg Address “Fourscore. . .”

[Thomas Jefferson](#)

The Declaration of Independence

[John F. Kennedy](#)

“We choose to go to the moon. . .”

[Susan B. Anthony](#)

Women’s Right to Vote

[Patrick Henry](#)

“ . . .give me liberty or give me death.”

[Ronald Reagan](#)

“ . . .tear down this wall.”

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## Click to view websites

- [The History Place – Great Speeches Collection](#)
- [Women’s Speeches From Around the World](#)
- [American Presidents’ Speeches](#)
- [Speeches That Changed the World](#)
- [Famous Speeches of the 20<sup>th</sup> Century](#)
- [Famous Speeches – Memorable Quotations](#)
- [Famous Speeches – My Free Gold](#)
- [Mahatma Gandhi](#)



## *The 10 Minute drill*

1. You have **10 MINUTES** to write an entire essay about the speech you just read. DO NOT worry about doing any more research.
2. Get a pen or pencil and some blank paper, or open your Six Traits of Writing worksheet and complete the 10 minute drill in the space provided. .
3. Make sure you include: Lead or Hook, Introduction, Thesis Statement, Body, Topic Sentences, Details (This is where the paper will be lacking, because you are only going to use details from the speech you read. No additional research should be done.), Transition Statements, Conclusion, and Zinger.

The essay question is – What is the vision or goal of the person or group you read about, and what did they do to achieve the goal?

**REMEMBER, ONLY 10 MINUTES TO DO THE ENTIRE ESSAY.**

**CLICK HERE FOR TIMER**



Write!



00:00





# TIME'S UP!



# PENCILS DOWN



## *The 10 Minute drill Continued*

1. Guess What? If all went well, you just created a Graphic Organizer of the main ideas of your essay. Given only 10 minutes, you probably were not able to include a lot of detail. You probably only included the main parts of your essay – Hook, Introduction, Body, and Conclusion. This is basically a graphic organizer.
2. Underline and label the Thesis Statement and each of the Topic Sentences and Transition Statements. Label the Hook, Introduction, Body, Conclusion, and Zinger.
3. Hand in your hand-written 10 Minute Drill to Mr. Hatch, or save your work in your Six Traits of Writing Notes and Assignments Worksheet.



“Plans are never final – the football game plan changes with what happens on the field – but plans solve many problems in advance of writing.” Donald Murray

You are not married to your Graphic Organizer! Sometimes you have to punt.



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Voice: The unique personality and creativity of the writer - the writer's "fingerprint". The reader should get a sense that a real, truthful person is the writer behind the words and meanings on the page.

Read your scoring rubric for voice. What do you need to do to get a 6?





## *Examples of Voice*

1. Click and read the following writing samples.
2. Use your scoring rubric to score each writing sample for voice.
3. In your [Six Traits Notes and Assignments Worksheet](#), score sample one, two, three, and four for Voice (1 - 6) and answer the following questions for each.
  - Describe why you gave it the score you did.
  - Describe what was good and what could be improved for each sample.
  - Describe how each writer did with Voice?
  - Which sample was better writing? What made it better?

### Writing Samples:

1. [Haircut From Hell](#)
2. [Attitude Problem](#)
3. [Oh, Baby - What a Night](#)
4. [Parking With Dad](#)



## *Examples of Voice*

1. Click and read the following writing samples.
2. Use your scoring rubric to score each writing sample for voice.
3. In your [Six Traits Notes and Assignments Worksheet](#), score sample four and five for Voice (1 - 6) and answer the following questions for each.
  - Describe why you gave it the score you did.
  - Describe what was good and what could be improved for each sample.
  - Describe how each writer did with Voice?
  - Which sample was better writing? What made it better?

### Writing Samples:

5. [A Daring Journey](#)
6. [Lewis & Clark: A Great Adventure](#)



## *Voice Collage – A Voice Exercise*

1. Do this on your own, or it is more fun in a small group.
2. Read and react to one of the following pieces of reading.
3. Choose a role.
4. Create a journal entry reflecting on your day – you will write this in the “Voice” of the character.
5. Divide your writing into two parts, and mark with a slash (/). Divide your writing where the big change occurs.
6. In your groups 1.) Read part one aloud by turns. 2.) Read part two aloud by turns. DO NOT introduce yourself by name. (If you are on your own, share with someone else)

Choose one of the following stories:

*The Boys of Iwo Jima* – by Michael T. Powers

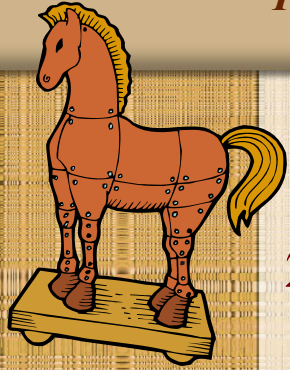
*The Diary of a Young Girl* – by Anne Frank

*The Iliad* – by Homer

*The Last of the Mohicans* – by James Fenimore Cooper



## *The Iliad – by Homer*



1. In a small group or on your own, read and react to the selection from [\*The Iliad – by Homer\*](#).
2. Choose a role. You could be: King Priam, Hector's spirit in Hades, Helen, Wimpy Paris, Hector's Wife or baby son, Palydamas, Achilles' Horse, the spear. You can write with the voice of any character or part.
3. In your saved [Six Traits of Writing Notes and Assignments Worksheet](#), create a journal entry reflecting on your day. Write this in the "Voice" of the character.
4. Share with your group, or with others who have participated.

[Click to Voice – The Final Word](#)  
[Click Back to the Voice Collage Page](#)



## *The Last of the Mohicans – by James Fenimore Cooper*



1. In a small group or on your own, read and react to the selection from [The Last of the Mohicans – by James Fenimore Cooper](#).
2. Choose a role. You could be: Hawkeye, Heyward, Cora, Alice, David, Montcalm, Munro, a British or French soldier, a women leaving the fort, a witness to the carnage, a Huron Indian, the fort, or another character. You can write with the voice of any character or part.
3. In your saved [Six Traits of Writing Notes and Assignments Worksheet](#), create a journal entry reflecting on your day. Write this in the “Voice” of the character.
4. Share with your group, or with others who have participated.

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## *The Boys of Iwo Jima – by Michael T. Powers*

1. In a small group or on your own, read and react to the selection from [\*The Boys of Iwo Jima – by Michael T. Powers.\*](#)
2. Choose a role. You could be: Harlon Block, Rene Gagnon, Sergeant Mike Strank, Franklin Sousley, Ira Hayes, John Bradley, James Bradley, a student, the Memorial, or another character. You can write with the voice of any character or part.
3. In your saved [Six Traits of Writing Notes and Assignments Worksheet](#), create a journal entry reflecting on your day. Write this in the “Voice” of the character.
4. Share with your group, or with others who have participated.

[Click to Voice – The Final Word](#)  
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## *The Diary of a Young Girl – Anne Frank*



"Sometimes the people in hiding talk at length about what they want to do when they are free again. . . . Most of all I long to have a home of our own, to be able to move around freely and have someone help me with my homework again, at last! In other words, to go back to school!"

Anne Frank

1. In a small group or on your own, read and react to the selection from [The Diary of a Young Girl – by Anne Frank.](#)
2. Choose a role. You could be: Anne, Margot, Daddy, Mummy, Mr. or Mrs. Van Daan, Peter, The married couple, the police, the burglars, Mouschi (The Cat), Kitty (The Diary), or another character. You can write with the voice of any character or part.
3. In your saved [Six Traits of Writing Notes and Assignments Worksheet](#), create a journal entry reflecting on your day. Write this in the “Voice” of the character.
4. Share with your group, or with others who have participated.

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## *Voice – The Final Word*

“Voice is linked with knowledge and research” Vicki Spandel

Tips for success in Voice:

1. Be yourself – Fingerprints on the page, Immediately identifiable.
2. Match voice to purpose – A mystery story, business letter, and a comedy all have different types of voices, match them correctly.
3. Think of your audience – Who are they? Write right to them.
4. Care – If you’re bored, why should your reader care?
5. Know your topic – Knowledge puts confidence into your voice.
6. Think of everything as a letter – Almost nothing - except perhaps poetry – can match the voice of a good letter. So imagine you’re writing a letter even when you are not.

“In order for your writing to be irreplaceable, it must be unique.”

Unknown

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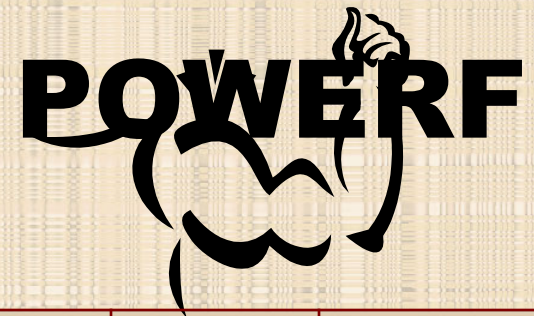
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Word Choice: The words create pictures in my mind. Words that are precise and accurate. The writer should use strong action verbs and descriptive adjectives. I can almost see, smell, touch, hear, and taste the writing.

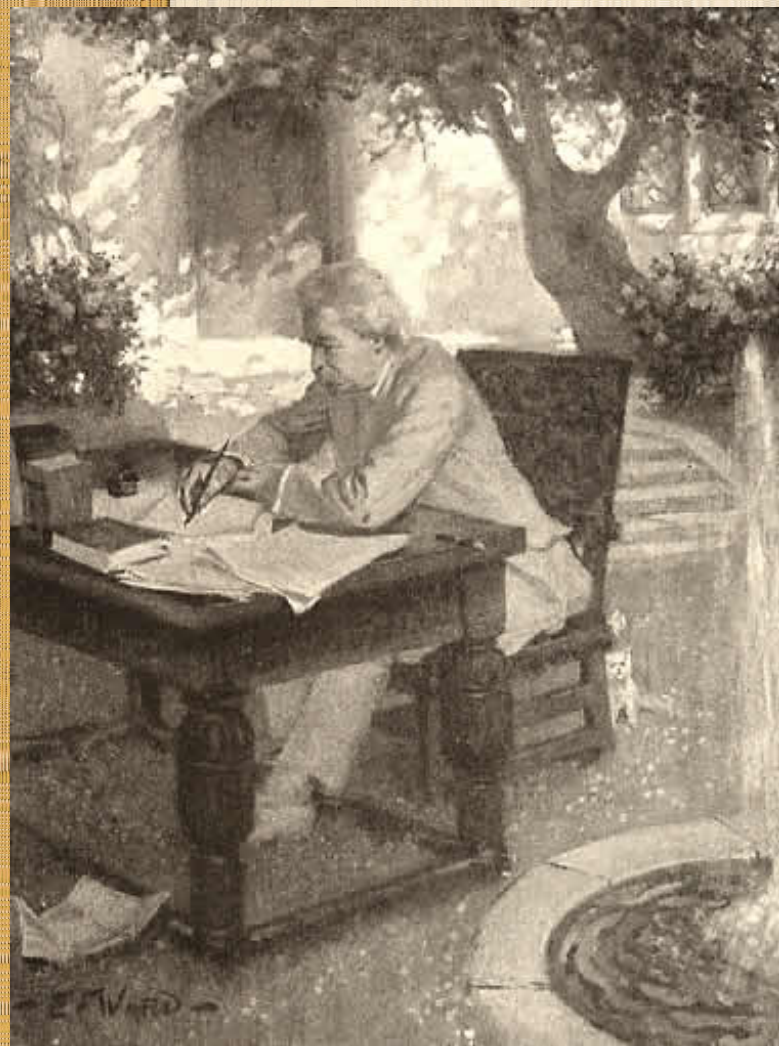
Read your scoring rubric for word choice. What do you need to do to get a 6?







## *Word Choice*



“The difference between the right word and the almost right word is the difference between lightning and the lightning bug.”

Mark Twain



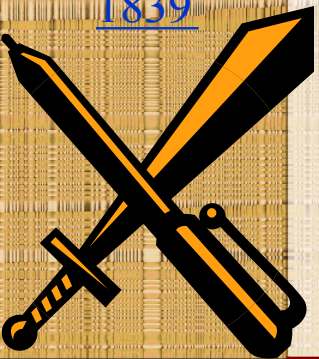


## Word Choice



“Bury” tired words and phrases.

“The Pen is mightier than the sword,”  
Edward Bulwer-Lytton  
1839



- ### Don't Generalize

Remember - “Always and never are two words you should always remember never to use.” Wendell Johnson

Words like *good*, *exciting*, *fun*, *special*, and *nice* say nothing. They are worse than nothing because they are annoying. They make your reader do all the work.

- ### Choose Powerful Verbs with meaning

Which verb gives you more meaningful information?

The soldier **walked** into headquarters after a long night of war.

OR

The soldier (**choose from below**) into headquarters after a long night of war.

accompanied, advanced, ambled, ambulated, booted, cantered, escorted, exercised, filed, hiked, hoofed it, lumbered, marched, meandered, paced, padded, paraded, patrolled, perambulated, pitter-pattered, plodded, pranced, promenaded, raced, roamed, roved, ran, sauntered, scuffed, shambled, shuffled, slogged, stalked, stepped, strode, strolled, strutted, toddled, toured, traipsed, tramped, traversed, treaded, trekked, trooped, trudged, wandered

Verbs – they can change the setting and the soldier

How many different stories could you envision just by changing the verb?



A thesaurus is a book that will give you words with similar meanings (synonyms) and words with opposite meanings (antonyms).

- If you need a little help, try using a an online [thesaurus](#). Hint – Enter the present tense of the verb
- You may also find Pioneer's interactive thesaurus helpful and fun.

Go to: <http://pioneer.uen.org/k12/index.jsp>

To use Pioneer, you will need to get a student Username and Password from Mr. Hatch. Enter the Username and Password, then click on Virtual Thesaurus.



## Word Choice – Surely Not

The author didn't really write that. Did she?

### Directions:

1. Choose one story from below.
2. Open the story in Microsoft Word.
3. Look carefully at the verbs in green type. Do you think any of these are the author's originals?
4. Change the green verbs to more powerful and descriptive verbs.
5. Replace any you think could be stronger.
6. Save the document as Surely Not. Then send as an attachment in an E-mail to Mr. Hatch.
7. Then, compare your version with the author's original.

Stephen Crane – *The Red Badge of Courage*

James Fenimore Cooper – *The Last of the Mohicans*

Upton Sinclair – *The Jungle*

Stephen E. Ambrose – *Band of Brothers*

Mark Mathabane – *Kaffir Boy*

Harriet Beecher Stowe – *Uncle Tom's Cabin*

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Detail makes the difference between boring and terrific writing. It's the difference between a pencil sketch and a lush oil painting. As a writer, words are your paint. Use all the colors.

Rhys  
Alexander





## Did Stephen Crane write this? Surely Not!

1. [Click Here for the changed version](#)
2. Change the green with verbs that you believe are more descriptive.
3. Save as “courage” and E-mail to Mr. Hatch as an attachment
4. [Click Here to compare your version with Stephen Crane’s Original](#)
5. Read [The Final Word](#) – Word Choice



[Thesaurus](#)

[Back to Word Choice - Surely Not Page](#)





## Did James Fenimore Cooper write this? Surely Not!

1. [Click Here for the changed version](#)
2. Change the green verbs with verbs that you believe are more descriptive.
3. Save as “Mohicans” and E-mail to Mr. Hatch as an attachment
4. [Click Here to compare your version with James Fenimore Cooper’s Original](#)
5. Read [The Final Word](#) – Word Choice



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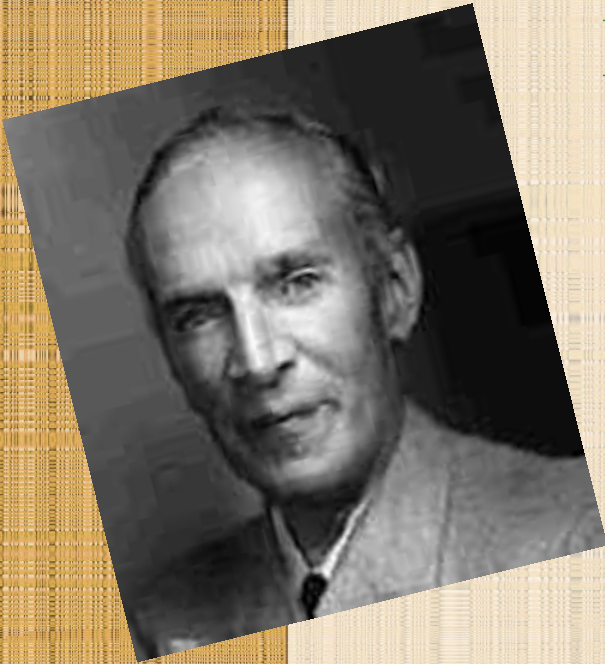
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## Did Upton Sinclair write this? Surely Not!

1. [Click Here for the changed version](#)
2. Change the green verbs with verbs that you believe are more descriptive.
3. Save as “jungle” and E-mail to Mr. Hatch as an attachment
4. [Click Here to compare your version with Upton Sinclair’s Original](#)
5. Read [The Final Word](#) – Word Choice



[Thesaurus](#)

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## Did Stephen Ambrose write this? Surely Not!

1. [Click Here for the changed version](#)
2. Change the green verbs with verbs that you believe are more descriptive.
3. Save as “brothers” and E-mail to Mr. Hatch as an attachment
4. [Click Here to compare your version with Stephen Ambrose’s Original](#)
5. Read [The Final Word](#) – Word Choice



[Thesaurus](#)

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## Did Mark Mathabane write this? Surely Not!



1. [Click Here for the changed version](#)
2. Change the green verbs with verbs that you believe are more descriptive.
3. Save as “kaffir” and E-mail to Mr. Hatch as an attachment
4. [Click Here to compare your version with Mark Mathabane’s Original](#)
5. Read [The Final Word](#) – Word Choice



[Thesaurus](#)

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## Did Harriet Beecher Stowe write this? Surely Not!

1. [Click Here for the changed version](#)
2. Change the green verbs with verbs that you believe are more descriptive.
3. Save as “cabin” and E-mail to Mr. Hatch as an attachment
4. [Click Here to compare your version with Harriet Beecher Stowe's Original](#)
5. Read [The Final Word](#) – Word Choice

[Thesaurus](#)

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“Words -- so innocent and powerless as they are, as standing in a dictionary, how potent for good and evil they become in the hands of one who knows how to combine them.”  
**Nathaniel Hawthorne**  
**(1804 - 1864)**

## Tips for Success in Word Choice

1. Collect Quotations – Collect the good – and the not so good.
2. Think of another way to say it – Alice was *angry*. How else could you say that? Alice was *vexed, provoked, furious, livid, hysterical, blue in the face, storming, frenzied, freaked out, beside herself, ranting, huffy, fiery, pugnacious, cranky, peppery, explosive, and agitated*.
3. Think Verbs – No adjective on earth can compete with a verb. So, don't *move forward* when you could *lunge*. Don't simply *walk* down the street if you could *trudge, shuffle, galumph, meander, promenade, or saunter*.
4. Make a picture – Pictures add detail. Add that same detail, but do it with words.
5. Cut the fat – Words only have power ONLY if they carry their own weight. So let them. Hack off words you don't need.

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## *Sentence Fluency - Definition*

Sentence Fluency: The ability to create smooth flow and rhythm of the sentence structure. The fluency of short vs. long sentences should carry the reader along seamlessly. This is easy to read aloud.

Read your scoring rubric for sentence fluency. What do you need to do to get a 6?





## ***HOT TIPS** for Compelling Sentences*

In the sentence fluency section of your **Six Traits Notes and Assignments Worksheet**, complete the following activities for the twelve hot tips to achieving compelling sentences, readable sentences, and sentence fluency.

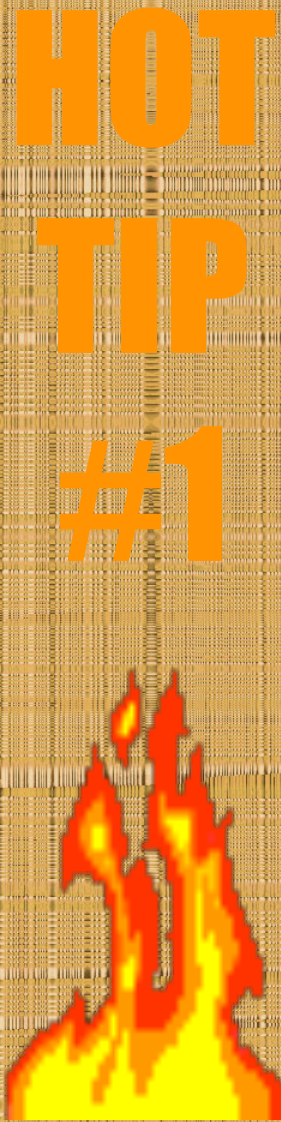
**Remember:**

By definition, a complete sentence expresses a complete thought and contains both a **subject** (the person, place, or thing that the sentence is about) and a **predicate** (what the subject does, the action, the verb). Several ideas, not just one, may make up this complete thought. The trick is getting those ideas to work together in a clear, interesting sentence that expresses your exact meaning while reading and flowing easily .

# 12 HOT TIPS



# ***HOT TIPS** for Compelling Sentences*



Combine a series of little, choppy sentences into one smooth sentence. (Write the smooth sentence in at least two different ways.)

\*Additional Resource and Help – Look at Writer’s Inc. Pg. 91

Activity #1-

The Bombers appeared.

The Bombers were German.

They appeared over London.

They appeared late on September 7, 1940.

It was called The London Blitz.

The bombing lasted 57 nights.

More than 15,000 people were killed.

Based on the following source -

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# ***HOT TIPS** for Compelling Sentences*

## **HOT TIP #2**

Use connecting words (but also, nevertheless, however, In addition) to show how ideas relate. (Use connecting words to connect the following related sentences.) (Write at least two connected sentences.)

Activity #2 –

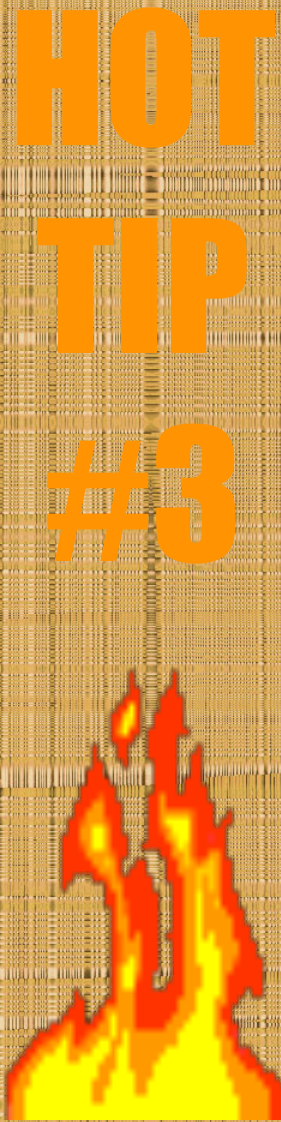
- 1- Hitler's program and policies included killing all people he judged to be racially "inferior".
- 2- Hitler's plan included Jews, Gypsies, Slavs, and the mentally ill.
- 3- Hitler spoke of his desire to have the perfect race.
- 4- Many Germans were mesmerized and blinded by Hitler.
- 5- Hitler's programs lead to the death of around twelve million people.

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# ***HOT TIPS** for Compelling Sentences*



Add details to complete the picture. (Take the following short and boring sentences and add more details to make them more vivid and interesting.)

Activity #3 –

1- They were horrified by the concentration camps.

2- Kamikaze pilots attacked U.S. ships.

3- The A-bomb ended the war.

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# ***HOT TIPS** for Compelling Sentences*

## **HOT TIP #4**

Watch out for run-ons (multiple sentences jammed together). Avoid comma splices (Two complete independent clauses or sentences that could stand alone but are connected incorrectly with a comma.)

(Correct the following sentences by either splitting the sentences and adding a period, using a semi-colon, or using a comma and a conjunction (and, or, but) to combine the sentences correctly. Avoid comma splices, rambling sentences, and run-on sentences.)

\*Additional Resource and Help – Look at Writer’s Inc. Pg. 84

Activity #4 –

- 1- The war continued on many were growing tired of the endless carnage.
- 2- The defenses at Pearl harbor never expected the attack, many were still asleep, they were still resting on an early Sunday morning.

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# ***HOT TIPS** for Compelling Sentences*

## **HOT TIP #5**

Avoid rambling sentences that go on and on with no end in sight. Simply adding an “and” is NOT the solution.

(Correct the following sentences by either splitting the sentences and adding a period, using a semi-colon, or using a comma and a conjunction (and, or, but) to combine the sentences correctly. Avoid comma splices, rambling sentences, and run-on sentences.)

\*Additional Resource and Help – Look at Writer’s Inc. Pg. 84

Activity #5 –

- 1- The Japanese entered the Pearl Harbor and attacked the airfields and bombed battleship row and sunk many destroyers and killed many people.
- 2- Hitler started his conquest of Europe by annexing Austria and he continued to take more land by annexing Czechoslovakia and finally Hitler conquered Poland but all of this was ignored by the rest of Europe and the United States.

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# ***HOT TIPS** for Compelling Sentences*

## **HOT TIP #6**



Make all pronoun (he, she, it, I, you, her, his, their, your, etc.) references clear.

(Rewrite the following sentences so that the meaning is clear.)

Activity #6 –

- 1- During the blitzkrieg, tanks rolled through many towns scaring the people. They made terrible noise as they went through the town destroying their homes.
- 2- The Russians lost two and a half million soldiers trying to fend off German tanks. They destroyed and burned factories, farms, and crops to keep them out of their hands.

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# ***HOT TIPS** for Compelling Sentences*

## **HOT TIP #7**



Get rid of deadwood. Eliminate the unnecessary words. (Rewrite these sentences by eliminating the unnecessary words – deadwood – and creating a more concise statement.)

*\*Additional Resource and Help – Writer’s Inc. Pg. 87*

Activity #7a –

The Russians, meanwhile, that were living in Leningrad during the siege of that city, which lasted more than two years, suffered appalling hardships for a long period of time.

Activity #7b –

The next day after Pearl Harbor, a grim-faced President Franklin D. Roosevelt, FDR, addressed by radio a sad nation, telling them that December 7<sup>th</sup> was, “a date which will live in infamy.”

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# ***HOT TIPS** for Compelling Sentences*

## **HOT TIP #8**



Avoid jargon. Jargon is language used in a certain profession or group of people. It is not easily understood outside of that group. It is very technical and not at all natural. (Rewrite a better sentence by eliminating the jargon.)

Activity 8 –

Many Europeans were utterly dismayed, not conceptually grasping the United State's perpetual reliance on the old maxim of isolationism.

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# ***HOT TIPS** for Compelling Sentences*

## **HOT TIP #9**

Avoid shifts in number and verb tense (past, present, future). (Rewrite this sentence at least two different ways, making the appropriate corrections.)

\*Additional Resource and Help – Writer’s Inc. Pg. 90

Activity #9 –

A soldier needs to be extremely careful when they crossed the “dead zone” between the two defensive lines.

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# ***HOT TIPS** for Compelling Sentences*

## **HOT TIP #10**

Avoid shifts in voice. Do not switch the voice of a sentence. Be aware of 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> person and active or passive voice.

(Rewrite the following sentence with the appropriate corrections.)

\*Additional Resource and Help – Writer’s Inc. Pg. 90

Activity #10a –

Bombs were dropping on Pearl Harbor and many ships were being destroyed by them. (One verb is in active voice. The second verb is in passive voice. Switch the sentence so that both verbs are in active voice.)

Activity #10b –

I saw some planes coming in from the harbor, and suddenly you realized that they were not friendly planes, but Japanese zeros. (Fix the shift in voice)

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# ***HOT TIPS** for Compelling Sentences*

## **HOT TIP #11**



Keep sentence elements (clauses, phrases) parallel—that is, matching in form. (State all the verbs in the same form.)

(Rewrite the following sentence with the appropriate corrections.)

\*Additional Resource and Help – Writer’s Inc. Pg. 90

Activity # 11 –

- 1- Women built ships and planes, produced munitions and weapons, and were frequently staffing offices.
- 2- British and American women served in the armed forces in many auxiliary roles —driving trucks and ambulances, delivered airplanes, decoding messages, and assisted at anti-aircraft sites.
- 3- In America, many were willing to sacrifice, giving their lives, gave up many luxuries for the war effort, and working hard to support the war effort.

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# ***HOT TIPS** for Compelling Sentences*

## **HOT TIP #12**

Avoid There is or There are as sentence beginnings. Be direct.  
(Rewrite the following sentences so they are more direct.)

Activity #12 –

- 1- There are many things that the Nazis did to humiliate the Jewish prisoners arriving in the concentration camps.
- 2 – There was a lot of disbelief among the soldiers who discovered the horrors of the concentration camps.
- 3 – There were, in some cases, friends, neighbors, and even strangers who protected Jews from the Nazis’ “final solution”.

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**Congratulations! You finished the 12 HOT  
TIPS.**

**Now you can write some SMOKIN' sentences.**

**GO TO THE NEXT PAGE.**

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## *Variety in Length*

Remember – Sentence fluency is the ability to create smooth flow and rhythm of the sentence structure. The fluency of short vs. long sentences should carry the reader along seamlessly. Sentences should be easy to read aloud and sound smooth, not choppy.

If you have ever read something that is full of short choppy sentences, you probably had a headache when you were done reading. Choppy sentences make for choppy reading. Read Sparky the Dog (Click below) aloud to see how choppy and stiff it sounds. Then, see if you can rewrite the paragraph, combining some of the sentences to make it flow more smoothly. This will create the desired variety of short and long sentences. When you are finished, reread your revision to hear how much the writing has improved.

Example –

My dog Sparky is going to get into trouble.

Sparky is going to get into trouble because he won't leave the neighbor's cat alone.

Revision –

Because he can't leave the neighbor's cat alone, my dog Sparky is going to get into trouble.

Now see what you can do with the following paragraph about Sparky. Click below. Rewrite your revision in your Six Traits Notes and Assignment Worksheet. Remember to save it when you are done.

### Sparky the Dog

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## Transition words and phrases

### **Definition**

### **Transition**

**words or  
phrases**

**that  
connect**

**or**

**tie ideas  
together.**

**Check for the Flow of Ideas Activity** – Let's say a classmate cannot follow your descriptive essay about working in a factory during the Industrial Age because you haven't connected your thoughts well enough. In the revision, add words and phrases to make it easier for your reader to follow the sense and flow of your ideas. Use connecting words (but also, nevertheless, however, in addition, or many others) to show how ideas relate and connect. (See *Writer's Inc.* page 104 for a list of connecting words. See *Writer's Inc.* page 66 for more help)

**In your Six Traits of Writing Notes and Assignments Worksheet, rewrite the following sentence beginnings using the connecting words from page 104 to help connect the ideas.**

**The following are the original first words from the paragraphs in the essay body. .**

Factory work differed from farm work . . .

Employers preferred to hire women . . .

Factory work created problems for women . . .

Factories and mines hired many boys and girls . . .

Employers hired orphans . . .

British lawmakers looked into abuses . . .



## *Transition words and phrases*

### **Definition**

### **Transition**

**words or  
phrases**

**that**

**connect**

**or**

**tie ideas**

**together.**

**Smooth Fluency in an Essay Activity** - Remember, in order to create a smooth transition from one paragraph to another, a writer should use transition statements to create a bridge from one idea and paragraph to the next.

**Transition Statement** – Used to transition from one paragraph to another in an essay. Like a paragraph conclusion, the transition statement wraps-up or summarizes the paragraph, then gives a hint of what is coming up in the next paragraph. This creates a bridge from one topic to another.

**In your Six Traits of Writing Notes and Assignments Worksheet write a transition statement that would connect the following two paragraphs creating a smooth transition from one paragraph and idea to the next.**

After freeing France, Allied forces battled toward Germany. As their armies advanced into Belgium in December 1944, Germany launched a massive counterattack. At the bloody Battle of the Bulge, which lasted more than a month, both sides took terrible losses. The Germans were unable to break through. The battle delayed the Allied advance, but it was Hitler's last success. His support within Germany was declining and he had already survived one assassination attempt by senior officers in the German military.

**CREATE A TRANSITION STATEMENT HERE TO CONNECT THESE TWO PARAGRAPHS, MAKING A SMOOTH TRANSITION.**

For two years, Allied bombers had hammered military bases, factories, railroads, oil depots, and cities. In one 10-day period, bombing almost erased the huge industrial city of Hamburg. Allied raids on Dresden in February 1945 killed as many as 135,000 people.

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Writing needs to be heard not just read. Read your own writing out loud.

Read your own writing.

“Proofread carefully to see if you any words out.” Author Unknown

Read the writing of other authors.

“Read, read, read. Read everything – trash, classics, good and bad, and see how they do it. Just like a carpenter who works as an apprentice and studies the master. Read! You’ll absorb it. Then write.” William Faulkner

“The greatest part of a writer’s time is spent in reading, in order to write; a man will turn over half a library to make one book.” Samuel Johnson

“I never desire to converse with a man who has written more than he has read.” Samuel Johnson

“The man who doesn’t read books has no advantage over the man who can’t read them.” Mark Twain



## 6 Tips for Success in Sentence Fluency

1. Read Aloud – Read everything you write aloud. If some things are hard to get this, now is the time to fix it.
2. Combine – Doing a creative piece? Narrative or personal essay? For smooth rhythm and flow, combine sentences and stretch other out a bit.
3. Keep it Crisp – On the other hand, if you're doing a business letter or technical piece, keep it short.
4. Check out the first four words – Do not use the same opener over and over: I enjoy. . I like. . I . . I
5. Don't get breathless – Separate one sentence from another. Stop one thought before you start another.
6. Read other people's writing aloud – Find the most fluent writing you can. Read it aloud and really listen to the rhythms.

[Click Back to Main Page](#)



Conventions: Punctuation, grammar, spelling, capitalization, paragraph structure. These elements should be used to make the writing content easy to read.

Read your scoring rubric for conventions. What do you need to do to get a 6?





# How did conventions come to be?

Click to read - [onceuponatime](#) - a story of the evolution of capitalization and punctuation.

Conventions are simply some rules on punctuation, capitalization, and grammar.

Someone just decided what the rules would be.

Another example of conventions is:

## Driving Rules





## Conventions for driving



Side Note – Is that song *My County, 'Tis of Thee*, OR *God Save the Queen*?



- ### America

1. Drive on the right side of the road
2. Steering-wheel on left side of car
3. Shift with right hand

- ### England

1. Drive on the left side of the road
2. Steering-wheel on right side of car
3. Shift with left hand

- The English and Americans both made some rules – conventions for driving, and agreed to follow them to avoid confusion.
- In England the conventions of driving are different. Why?
- Can you imagine the confusion, if you did not follow the rules of driving?

It is the same with writing conventions.



Someone came up with some rules  
(conventions) for math and called them. . .

## The Order of Operations

- Parentheses (Please)
- Exponents (Excuse)
- Multiplication (My)
- Division (Dear)
- Addition (Aunt)
- Subtraction (Sally)
- Always move right to left



## The Order of Operations

$$6 + (11 - 7)^2 - 1 = ?$$

If you don't follow the order of operations, you may get the answer:

$$6 + 11 - 49 - 1 = \mathbf{-33} \quad \mathbf{WRONG}$$

OR  $6 + 11 - 7 = 10 \quad 10 \times 10 = 100 - 1 = \mathbf{99} \quad \mathbf{WRONG}$

OR many other possible answers

When you follow the order of operations (Parenthesis / Exponents / Multiplication / Division / Addition / Subtraction), you will get the answer:

$$6 + 16 - 1 = \mathbf{21} \quad \mathbf{CORRECT}$$

Someone invented some rules for math that we follow to eliminate confusion. **It is the same with writing conventions**





## Conventions for Writing

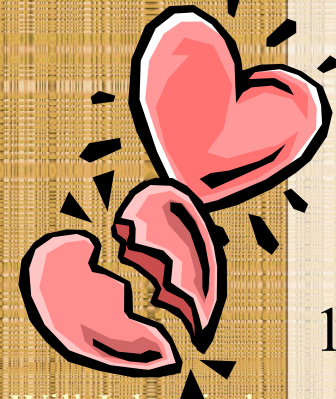
Someone invented writing conventions so that the reader will not misunderstand what the writer is trying to say.

Here is an example of how powerful commas, periods, and question marks can really be. The following letter was written by Gloria to John. Gloria left out all of the conventions. That means, it is up to poor John to decide if Gloria is in love, angry, or desperate.

1. Open and print the link below and follow the instructions.
2. Add conventions to alter the meaning of the letter
3. Hand this in with your Six Traits Notes and Assignments Worksheet.

[Letter – What are you saying?](#)

AS THE  
CONVENTIONS  
TURN



Will John find  
TRUE LOVE?

Will he die of a  
BROKEN  
HEART?

STAY TUNED  
TO FIND OUT





Why are conventions such a big deal?

Businesses need more people who can write.

Read the following:

- [\*What Corporate America Can't Build: A Sentence –\*](#)  
New York Times Article
- [\*Actual E-mail #1\*](#)
- [\*Actual E-mail #2\*](#)
- [\*Actual E-mail #3\*](#)

Complete the following activity in your saved **Six Traits of Writing Notes and Assignments Worksheet**.

1. Summarize what you learned from the article.
2. Read the E-mails and score them for conventions (1 to 6) using the Six-Traits Scoring Rubric. Describe why you gave them that score.
3. How did the quality of writing affect the way you felt about the company who sent the e-mails?



The following slides will give you some time to learn and practice conventions on your own

1. Click on the websites to review and learn about common conventions.
2. Complete the **Conventions Website Notes** section in your saved **Six Traits of Writing Notes and Assignments Worksheet**.
3. Take the practice quizzes and test. **Print your scores, and hand those in to Mr. Hatch**



## *Conventions Lessons – Commas and End Punctuation*

When should I use a comma?

- <http://www.unc.edu/depts/wcweb/handouts/commas.html>
- <http://www.uottawa.ca/academic/arts/writcent/hypergrammar/comma.html>
- <http://www.grammarbook.com/punctuation/commas.asp>

How should I use end punctuation?

- <http://www.uottawa.ca/academic/arts/writcent/hypergrammar/endpunct.html>
- Question Marks - <http://www.grammarbook.com/punctuation/qMarks.asp>
- Periods – <http://www.grammarbook.com/punctuation/periods.asp>
- Exclamation Points – <http://www.grammarbook.com/punctuation/exclaim.asp>





How do I use quotation marks?

- <http://www.grammarbook.com/punctuation/quotes.asp>
- <http://www.unc.edu/depts/wcweb/handouts/quotations.html>
- <http://www.uottawa.ca/academic/arts/writcent/hypergrammar/qmarks.html>



When do I use parenthesis?

- <http://www.grammarbook.com/punctuation/parens.asp>



When do I capitalize a letter or word?

- <http://www.grammarbook.com/punctuation/capital.asp>





## *Conventions - Practice Quizzes and Practice Test*

Commas –

- [Practice Quiz #1](#)
- [Practice Quiz #2](#)

Question Mark, Quotation Mark, and Parenthesis –

- [Practice Quiz #1](#)
- [Practice Quiz #2](#)

Capitalization –

- [Capitalization Quiz #1](#)
- [Capitalization Quiz #2](#)

Final Practice Punctuation and Capitalization Test

- [Final Interactive Practice Test](#)



## Conventions – The Final Word



The Committee of Five that was assigned to draft the Declaration of Independence.

Thomas Jefferson

Benjamin Franklin

John Adams

Roger Sherman

Robert R. Livingston

You probably think you have pressure to write with correct conventions for school. Imagine being Thomas Jefferson, the principal author of the Declaration of Independence. NOW THAT IS PRESSURE!

“Take care that you never spell a word wrong. Always before you write a word, consider how it is spelled, and, if you do not remember, turn to a dictionary.” Thomas Jefferson to his daughter Martha

Click the link to read an excerpt from Jeff Shaara’s retelling of the drafting of the Declaration of Independence.

Excerpt from: [\*Rise to Rebellion\* by Jeff Shaara, 2001](#)

Answer the following question in your Six Traits of Writing Notes and Assignments Worksheet: What does this story teach us about conventions and editing writing?

“Arguments over grammar and style are often as fierce as those over IBM versus Mac, and as fruitless as Coke versus Pepsi and boxers versus briefs.” Jack Lynch

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## Six Traits and The Writing Process

### How do they work together? 8 steps



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## Directions:

1. Open and make sure you have finished your saved **Six Traits of Writing Notes and Assignments Worksheet** in Microsoft Word.
2. Save the final document in your student file under your name. Example: hatch\_six\_traits\_notes
3. When you are completely done, attach the notes to an e-mail
4. When you are completely done, e-mail the notes to Mr. Hatch – [bhatch@weber.k12.ut.us](mailto:bhatch@weber.k12.ut.us)



THE END  
CONGRATULATIONS!



## *Credits and a Big - Thank You -*

- A big thank you to Vicki Spandel and the Write Source: 6-Trait Instruction and Assessment workshop and materials. Visit the Write Source website at [www.writetraits.com](http://www.writetraits.com) OR E-mail Vicki Spandel at [Vicki\\_Spandel@hmco.com](mailto:Vicki_Spandel@hmco.com) for information on her great books and materials.
- Sebranek, P., Kemper, D., and Meyer, V., (2001). *Writers Inc: A student handbook for writing and learning*. Write Source, Great Source Education Group. Wilmington, Massachusetts: Houghton Mifflin Company.
- [Microsoft Clipart](#)



## *Suggestions and Comments*

- Any final comments or suggestions for improvement? E-mail Mr. Hatch your suggestions.



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